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ABSTRACT

Research studies that have focused on identifying the characteristics or correlates of elementary and secondary schools that are unusually effective are reviewed, concentrating on the "effective schools" movement. Research on effective schools supports the conclusion that they rank high on certain characteristics frequently referred to as "effective schools correlates," here reviewed for elementary schools in the general groupings of: (1) productive school climate and culture reflecting shared values; (2) a focus on student acquisition of central learning skills; (3) appropriate monitoring of student progress; (4) practice-oriented staff development at the school site; (5) outstanding leadership; (6) salient parent involvement; (7) effective instructional and organizational arrangements; (8) high operational expectations and requirements for all students; and (9) multicultural instruction and sensitivity. Research has concentrated on the elementary grades; the applicability of these correlates at the secondary level requires further study. Resilience, consistency, and persistence seem to be hallmarks of effective schooling. (Contains 157 references.) (SLD)

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